**K-5 ELA Lesson Plan**

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| **Teacher: I. Penn** | **Grade: 5** | | | | **Date(s)**: |
| **Unit Title: Reading/Writing Apprentice** | | | | **Corresponding Unit Task: Task 1-Day 5** | |
| **Essential Question(s): How do readers use what they know about the patterns of text structure to read nonfiction text?** | | | | | |
| **Materials/Resources** | | **Essential Vocabulary** | | | |
| **Teacher/Student:**   * Text structure PowerPoint, * writing sample, (one each for all students), * 2 highlighters (red, blue), one each per student), * copies of (T-chart) graphic organizer(two per each student), * paper and pencil for each student, * Cause and Effect read aloud passages for overhead use * ***Shutting Out the Sky*** text * Colonial America books | | | **Cause, Effect,**   * **Because** * **As a result** * **Therefore** * **Since consequently** * **Due to** * **As a consequence** * **Immigrant** * **Hustled** * **Peddler** * **Circumstances** * **Advice** * **advised** | | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Reading**  **Standards: RI.5.5: Compare and contrast the overall structure (e.g., chronology,**  **comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**  **I Can Statement(s): Understand text structure by recognizing and applying cause and**  **effect relationships when reading.**  **Instructional Plan:**  The teacher will introduce the relationship of cause and effect using FOCUS on Recognizing  Cause & Effect guide poster. Teacher will then use a real-world experience/situation example to complete a T-chart graphic organizer. Students will take notes that will include cause / effect  meanings, signal words.  **Model**  \*Teacher will read text and think aloud (determining/identifying any signal words). When  modeling, teacher will underline cause in blue and effect in red.  \*Teacher and students will use a T-Chart graphic organizer  **Shared**  \*Teacher will begin reading text and students will choral read another short passage from  *Shutting Out the Sky*.  \*Students will instruct teacher on completing the organizer.  **Guided Practice**  \*Using another excerpt from Shutting Out the Sky, students will partner read and complete their individual T-Chart.  \*\*\*Use Differentiation Strategies here | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **MiniLesson**  Cause and Effect Sentence Writing  Standard:  W.5.4—Produce clear and coherent writing in which the development and organization are appropriate  to task, purpose, and audience. (Grade-specific expectations for writing types are defined in  standards 1-3 above.)  L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine and reduce sentences for meaning, reader/interest, and style.  **I Can Statement:**  I can create sentences that show cause and effect.  **Model**  \*Teacher will have 2-3 prewritten sentences on sentence strips and places them on the board  or overhead, etc. and will read and think aloud.  \*Next, with (blue & red) markers in hand, teacher will reread and demonstrate/answer the  two main W H questions (What & Why) and underline cause in “blue” and “effect” in red.  **Shared**  \*Teacher will read aloud cause and effect sentences and together with paired students, create new ones.  **Guided Practice**  \*Using dry erase boards and with a partner, students will create a minimum of 2  sentences demonstrating cause and effect. | | | | |
| **Closing/Summarizing Strategy** | **Independent Practice**  Students will create 2-3 sentences of their own. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | **Intervention** | | | | **Language Development** |
| \*\*Using premade notecards, for extra practice, students will read additional (higher level) passages and determine the cause and effect. | \* For struggling readers, teacher will provide modified text as needed based on chosen text (***Shutting Out the Sky)***  \*Also have students to listen to teacher-modified audio text  \*Provide a vocabulary list to students | | | | Useful tools for ELLs when teaching CAUSE & EFFECT  ELLs may use the sentence/ paragraphs frames that will be provided by the teacher.  PAGE 22  Page 3 |
| **Assessments and Reflection** | | | | | |
| **Assessment(s): Students will be given a passage and will have to determine the cause and effect.** | | | | | |
| **Teacher Reflection:** (Next steps?)  The next lesson will involve the text structure of problem/solution. | | | | | |
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*Note: This template does not reflect the lesson plans for Guided Reading.*